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ABSTRACT

Since 1974, student surveys have been conducted in the Los Angeles Community College District (LACCD) to gather information on student goals, plans, academic preparation, characteristics, financial aid, and evaluations of college services. In spring 1987, a random sample of 15% of the current enrollment at each college in the LACCD were surveyed in class. A total of 15,084 usable questionnaires were returned. Study findings included the following: (1) between 1982 and 1987, the percentages of students pursuing career or transfer goals declined slightly, while the percentage of those pursuing personal interest goals increased; (2) older students were more often interested in fine arts, social sciences, humanities, and family studies than younger students; (3) about 25% of the respondents had attended a private or public four-year institution prior to attending their present college; (4) the proportion of working students increased between 1980 and 1987, with smaller colleges reporting higher frequencies of students working full time than larger colleges; (5) districtwide, 63% of the students spoke English as their native language, while 18% were native Spanish speakers; (6) approximately 25% of the respondents reported a household income below $12,000 per year; (7) the admissions office and college library were the most frequently used noninstructional services; (8) the most common reason for choosing a particular college was proximity to home; and (9) the major enrollment influences were class schedules and friends. An appendix includes a description of the sampling and weighting methodology and the survey instrument. (AJL)

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SPRING 1987 STUDENT SURVEY
SUMMARY

Prepared by

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February 1989

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SPRING 1987 STUDENT SURVEY SUMMARY

Synopsis

A. Student Goals and Plans

A comparison of survey findings on educational goals between 1980 and 1987 indicates persistence of vocational and transfer objectives, and greater emphasis on personal interest goals. As expected, colleges vary in the emphasis of educational goals, vocational at Trade-Tech and West, personal interest at Mission and transfer at Pierce. At Trade-Tech, vocational goals were more likely job entry and job advancement, while at West, they were job retraining.

Vocational students often wish to pursue higher degrees, thus adding to the pool of traditional transfer students.

A declining trend in baccalaureate interest in the District reflects the influx of older students with personal growth, non-degree objectives.

For those planning to transfer, the most frequent choice was California State University (CSU), followed by University of California (UC). Almost one-fifth of districtwide respondents were undecided whether to transfer; the level of uncertainty was higher at Southwest and Mission than at other colleges.

Subject interest generally correlates with age and gender. Older students are more often interested in fine arts, social sciences, the humanities and family studies than younger students. Females more frequently choose business, fine arts, social sciences, health occupations, humanities and family studies than males.

Subject interest also correlates with educational goal; trades and technical and health occupations subjects with vocational goals, math/sciences and social sciences with transfer goal, and fine arts/humanities and physical education with personal interest.

B. Student Academic Preparation

Students generally have a diploma or higher degree. Less than a tenth of respondents are without a high school diploma or higher qualification. West, Harbor and Valley students generally have higher academic qualifications than other colleges, while Southwest and Mission students are relatively high in those with some college but no degree.

The District's primary feeder schools are the high schools; the exception is West where more students last attended a community college. At Southwest, high schools and community colleges are nearly equal.

About a quarter of respondents had attended a private or public four-year institution prior to attending their present college.

C. Student and Enrollment Characteristics and Conditions

The proportion of working students in the District has generally increased since the 1980 survey, with smaller colleges reporting higher frequencies of students working full-time. Students at smaller colleges are also more likely to be living close to college, in their own homes and be either married, divorced, separated or widowed. With the exception of Southwest and East, students in the District frequently do not have children below 11 years old living with them; consequently, they show little interest in child care development centers.

English is the native language of the majority of respondents at all colleges except East and City. At colleges where native English-speakers are proportionately lower, assistance in understanding classroom English is felt necessary, although at Southwest where the proportion of English-speakers are high, students frequently require English assistance.

PACE and community services enrollment by students in current and recent semesters are generally more common at Mission, Southwest and City (for community services).

D. Student Financial Information

The household income of about one-quarter of respondents is below $12,000 per year. Student income distributions vary across colleges, with Southwest, Trade-Tech and City generally lower than at other colleges. Students at these colleges are also more likely to be on financial aid and public assistance than other colleges.

Students at the smaller colleges more frequently reported their tax status as independent than dependent on parents or relatives. With the exception of East, Mission and Southwest, single households are generally more frequent than other types.

E. Student Evaluation of College Services

Services rated were teaching, admissions office, orientation, counseling, financial aids, EOPS, college library, learning centers/tutoring, food services and child development centers. Teaching, admissions office and college library were more frequently used than the other services.

Ratings on teaching were consistently high throughout the District, while other service ratings varied somewhat by college. Because they reflect service quality as well as subjective concerns arising from different student characteristics and conditions, these findings should be approached with caution. Mission, with an older student population and lacking in physical facilities, generally rated all services highly except for college library and food services. City more frequently rated low on all surveyed services except its library. Southwest students, generally poorer, rated all services well except financial aids and EOPS.

F. College-Specific Enrollment Influences

Districtwide, the most common reason for choosing a particular college was proximity to home, followed by educational program. Educational program was more frequently cited as the reason for attending Trade-Tech, Mission and City, while proximity to home was important to more than half the students at Harbor, Southwest, Valley and West.

Most influential factors in student enrollment in a particular college were class schedules and friends, indicating that college marketing efforts (schedules) and word-of-mouth (friends) are equally important in drawing students to colleges of choice.

SPRING 1987 STUDENT SURVEY SUMMARY

Introduction

Background. The biennial Student Survey series began in Fall 1974 as the Los Angeles component of the Cooperative Institutional Research Program (CIRP) study. Subsequent surveys were conducted in the fall semesters of 1976, 1978, 1980, 1982 and 1984, and in spring semesters 1984, 1985 and 1987. The 1984 through 1985 surveys were modified to parallel the statewide fee impact study.[1] Surveys are generally designed to supplement the districtwide student database. Each survey sample constitutes an approximate 10% to 15% random selection of current enrollment.

Although results since 1980 have not been published, they are frequently used in information requests, reports and studies within and outside the District. [2]

Goals. Data collected from the student surveys are part of a continuing effort to supplement, upgrade and refine districtwide and college-specific student and enrollment information.

The Survey responds to specific information needs for planning and evaluation (e.g. income, goals and background information) not available elsewhere in the District.

Organization of Report. Tabular student data by college are grouped under the following categories, accompanied by descriptive summaries and graphic displays where appropriate:

A. Student Goals and Plans
B. Student Academic Preparation
C. Student and Enrollment Characteristics and Conditions
D. Student Financial Aid Information
E. Student Evaluation of College Services
F. College-specific Enrollment Influences

Also included in this report is a selection of cross-tabular student data (e.g goal by subject interest) and comparisons of data from the 1980, 1984 and 1987 surveys. The survey instrument, sampling and weighting procedures are appended to this report.

Student characteristics available in the districtwide student database are not included in this report.

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[1] California Community Colleges. Chancellor's Office. Study of Fee Impact: Progress Report. December 1986.

[2] Past survey publications by the Office of Educational Planning and Resource Development include :

(i) A Comparison of District and National Student Profiles. Research Report 75-05, August 1975;

(ii) The LACCD Student: Who, Where, Why and How. Research Reports 77-01, April 1977 and July 1979.

(iii) The Fall 1980 Survey. 1981.

A. Student Goals and Plans

Districtwide trends in student educational goals. A comparison of students' reasons for attending college over the 1980, 1984 and 1987 surveys shows the continued importance of vocational goals (job skills, job advancement and new career) and transfer, followed by personal reasons. Since 1982, the percentages of vocational and transfer responses (more than a third each in 1987) have fallen slightly while that of personal interest has increased (to 15% in 1987). Within vocational, acquiring job skills has declined relative to the other two goals. *See Figure 1.*

A.1. Educational Goals by College. Student goals vary by college; at Trade-Tech, vocational interest was highest among the colleges, of the 68% vocational responses, 34% attended college because of job entry, 21% job advancement and 14% job retraining. At West, job retraining was the most common vocational goal given by its students. However, in the District as a whole, job advancement was the most frequently cited vocational goal. Mission and Pierce students had the lowest levels of vocational interest in the District for different reasons. Mission's students responded more often (24%) with the personal interest goal than at any other college, while at Pierce, 45% of students were interested in transfer. The true extent of transfer interest is better reflected in answers to the following two questions on transfer school and ultimate degree objective because many students falling within the vocational category intend to go beyond an associate degree.

A.2. Transfer Schools. While 26% of all students stated no definite interest in transfer, about half (or 14% more than those stating transfer goal in *Question A.1)* planned to transfer to a university. More than one-third of all respondents were interested in transferring to California State University (CSU) campuses and one-tenth to the University of California (UC). About 18% of districtwide students were undecided (on whether to transfer or the school of transfer). The percentage of undecided students was lowest at Pierce, East and West (15% to 16% each) and highest at Southwest and Mission (22% each).

A.3. Degree Goals. The degree goals data in *Figure 2* show a declining trend in baccalaureate interest. However, between 1984 and 1987, this goal has rebounded slightly. Those not seeking a degree have increased. This trend is consistent with the influx of older students whose primary reason for attendance is personal interest.

In 1987, more than half the District's students had an ultimate degree objective of a baccalaureate or higher, and only 18% wished to stop at a certificate or an associate. Four-fifths or more of the occupational students in the District professed interest in an associate degree or higher, and, two- to three-fifths wanted a baccalaureate of higher degree. *See Figure 3.*

A.4. Subject Interest. Business/office occupations was the most popular subject at each of the nine colleges with the exception of Trade-Tech. At Southwest and West, interest in business/office was relatively stronger than at other colleges; at Pierce and East (which had high transfer interest), math/sciences interest was higher than average; at Trade-Tech, trades/technical interest was dominant.

Subject interest correlates closely with age and sex. Students above 35 years old were more interested in fine arts, social sciences, language/literature/humanities, family and consumer studies, and physical education, than those below 35 years of age. Female students are more frequently interested in business/office, fine arts, social sciences,health occupations, language/literature/humanities, and family and consumer studies. *See Figure 4.*

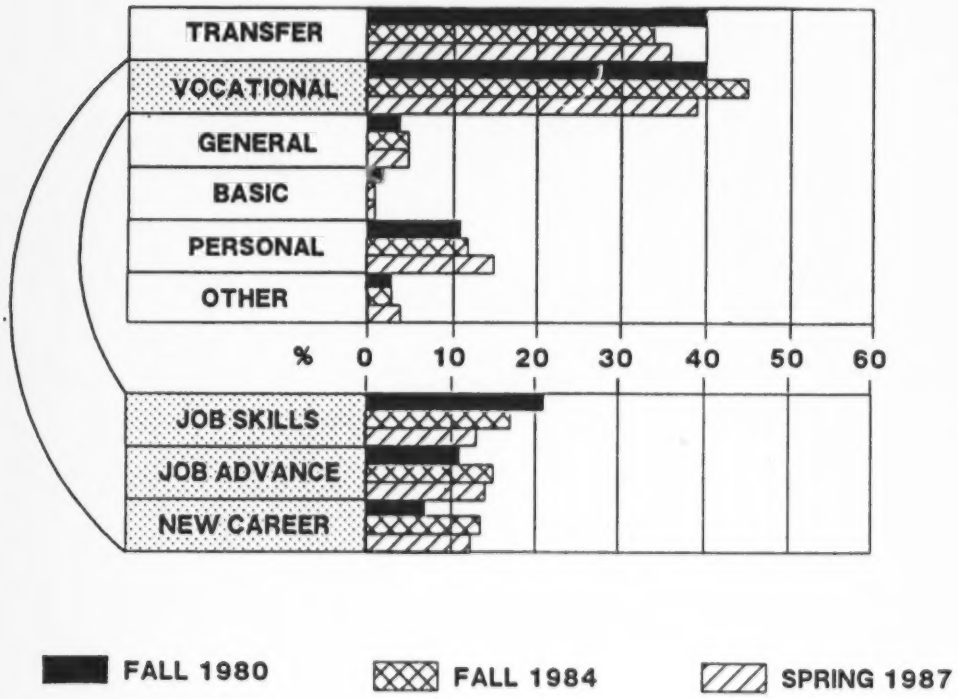
Subject Interest by Educational Goal. Within each subject, at least one-fifth of the students had occupational goals; in trades/technical subject, about two-thirds were occupational, while in health and physical education, between two and three-thirds of students were occupational. The proportions of

transfer students were highest in math/sciences and the social sciences and lowest in the trades/technical area of study. *See Figure 5.*

A.5. Relation between present classes and work. About two-thirds of all students were in classes related to their jobs for reasons of advancement, career change or entry into a new job. Among these students, job advancement and change in job were the most common reasons for taking present classes. Job advancement was relatively more important at Trade-Tech and Southwest than at other colleges; job change was relatively strongest at West; job entry at Trade-Tech. Mission, Pierce, Valley and West had higher percentages of students whose present classes were unrelated to their jobs; such students were typically older and were in the personal interest category or transfer students. Percentages of students not planning to work were lowest at Southwest, Trade-Tech and West.

FIGURE 1

TRENDS IN STUDENT EDUCATIONAL GOALS



A. STUDENT GOALS AND PLANS

Question A.1: What is the most important reason you are attending college?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Job entry	13.3	12.3	11.5	5.0	8.3	12.8	33.6	8.1	7.3	12.4	1836
Job advancement	13.0	11.5	13.1	13.9	13.9	16.3	20.7	13.1	13.9	14.1	2085
Job retraining	12.0	10.8	12.2	10.4	8.4	15.2	13.7	12.7	17.6	12.0	1771
All vocational	38.3	34.6	36.8	29.3	30.6	44.3	68.0	33.9	38.8	38.5	5692
Transfer	37.1	41.8	33.3	28.2	44.5	32.9	20.8	35.1	32.9	35.7	5276
Basic skills	3.2	1.4	2.3	1.4	0.6	2.2	0.5	1.2	1.7	1.5	223
General education	4.9	5.1	3.8	8.9	4.8	5.3	3.4	4.5	3.5	4.6	684
Personal interest	12.3	12.6	19.0	24.0	15.6	10.7	5.1	20.1	17.7	15.1	2238
Other reason	4.3	4.5	4.8	8.3	4.0	4.6	2.2	5.2	5.5	4.5	667
Total percent	14.4	10.7	9.0	4.1	19.7	4.1	10.9	19.3	7.8	100.0	
Total number	2135	1589	1325	603	2911	611	1610	2848	1148		14780

Question A.2: If you plan to transfer, which of the following schools will you attend?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
No transfer planned	21.9	21.4	25.4	33.7	20.2	21.6	34.9	27.7	31.7	25.6	3776
Community college	3.3	2.3	3.6	3.1	1.4	3.3	4.3	2.0	3.5	2.7	401
CSU campus	34.3	44.0	37.6	30.9	42.4	36.7	25.7	33.9	25.0	35.4	5226
UC campus	12.7	8.3	8.6	6.6	11.2	7.0	8.3	9.6	11.4	9.9	1460
Private CA univ.	5.1	4.7	4.1	1.9	5.2	4.7	3.3	4.9	8.2	4.8	713
Out-of-state univ.	1.4	1.1	2.3	0.2	2.5	2.9	1.6	1.7	2.6	1.8	269
Vocational school	2.4	2.4	1.4	1.7	1.8	1.8	2.8	1.9	1.6	2.0	298
Undecided	18.9	15.9	17.0	22.1	15.3	22.0	19.2	18.3	16.1	17.7	2604
Total percent	14.5	10.8	8.9	4.1	19.6	4.2	10.9	19.3	7.7	100.0	
Total number	2137	1586	1316	607	2890	615	1612	2843	1143		14748

Question A.3: What is the highest academic degree you plan to obtain?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Not interested	7.7	6.2	8.8	12.0	6.8	2.1	5.9	11.1	12.1	8.2	1207
High school diploma	1.9	1.6	1.7	2.2	1.7	2.6	2.2	1.8	1.5	1.8	270
Certificate	7.4	5.5	4.8	7.6	2.6	5.1	16.5	3.9	6.1	6.1	904
Associate	12.1	12.2	13.2	10.7	10.9	14.0	20.7	9.6	8.9	12.2	1792
Bachelor's or higher	53.3	58.5	53.3	42.5	62.3	59.3	39.4	53.8	55.3	54.2	7973
Undecided	17.7	16.0	18.1	25.1	15.8	16.9	15.2	19.9	16.1	17.5	2572
Total percent	14.6	10.8	8.9	4.1	19.7	4.1	10.8	19.3	7.7	100.0	
Total number	2143	1590	1306	605	2896	601	1595	2841	1140		14718

Question A.4: In what area of study do you have the greatest interest?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Business/office	27.8	27.7	24.6	22	26.2	34.4	21.9	21.7	33.7	25.9	3790
Fine arts	17.7	8.4	13.5	15.5	13.3	5.4	6.3	18.5	10.3	13.2	1936
Social sciences	13.0	13.9	12.1	19.7	13.0	16.2	7.0	15.3	11.6	13.1	1920
Trades/technical	6.4	7.6	12.4	2.9	14.1	9.1	38.9	9.5	9.5	12.9	1894
Math/sciences	11.6	13.7	11.4	10.1	14.1	12.2	8.2	11.0	10.5	11.7	1716
Health occupations	5.9	11.0	12.1	5.7	8.1	8.9	10.3	8.9	8.2	8.8	1287
Language/literature/ humanities	10.5	6.9	8.9	11.0	7.6	5.5	3.8	8.1	12.3	8.2	1195
Family & consumer studies	4.7	6.9	3.0	9.4	1.0	6.5	1.6	4.8	2.6	3.9	565
Physical education	2.3	4.1	1.9	3.8	2.5	1.9	1.9	2.2	1.3	2.4	354
Total percent	14.5	10.7	9.0	4.1	19.6	4.1	10.9	19.3	7.7	100.1	
Total number	2129	1570	1320	599	2878	604	1596	2826	1134		14655

Question A.5: How are the classes you are taking in your present college program related to your work?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Job advancement	29.0	30.0	27.5	31.3	28.3	32.8	35.1	26.8	28.6	29.3	4288
Change in job	27.7	22.9	26.8	19.7	24.6	29.9	29.8	27.1	30.2	26.6	3891
Job entry	11.3	13.0	11.0	7.3	8.9	12.5	15.1	7.1	5.8	10.1	1473
Unrelated to job	24.6	28.7	29.0	32.1	32.6	21.5	16.1	32.2	30.5	28.2	4125
Don't plan to work	7.3	5.3	5.6	9.5	5.6	3.2	4.0	6.9	5.0	5.9	862
Total percent	14.4	10.8	8.9	4.1	19.7	4.1	11.0	19.2	7.8	100.1	
Total number	2109	1578	1307	599	2884	607	1605	2809	1141		14638

FIGURE 2

TRENDS IN STUDENT DEGREE GOALS

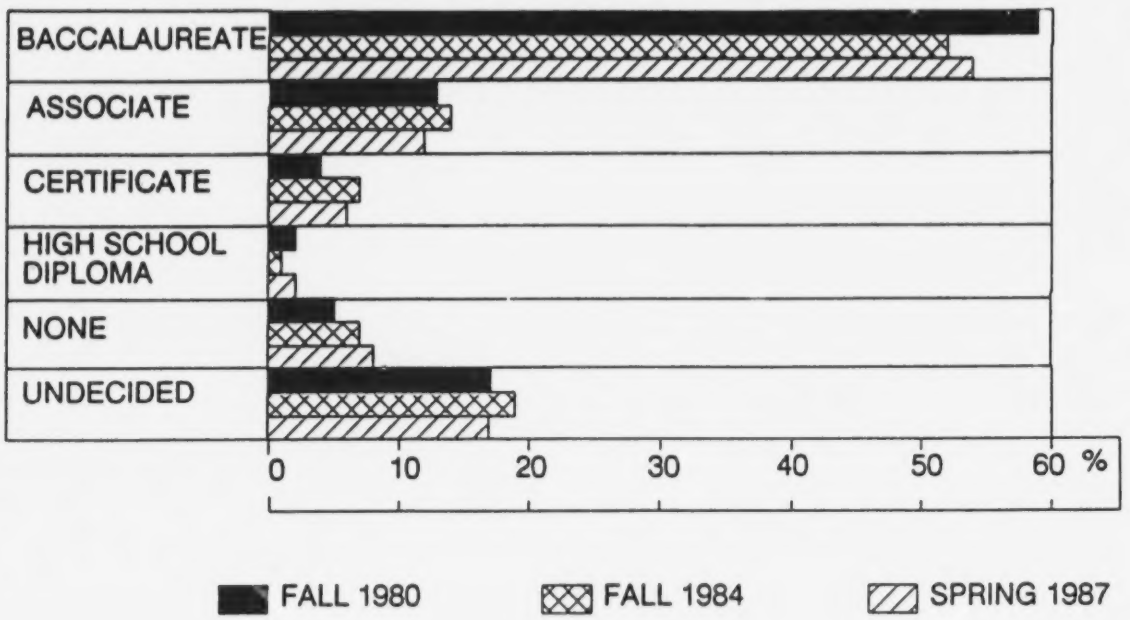


FIGURE 3

DEGREE GOALS OF OCCUPATIONAL AND TRANSFER STUDENTS

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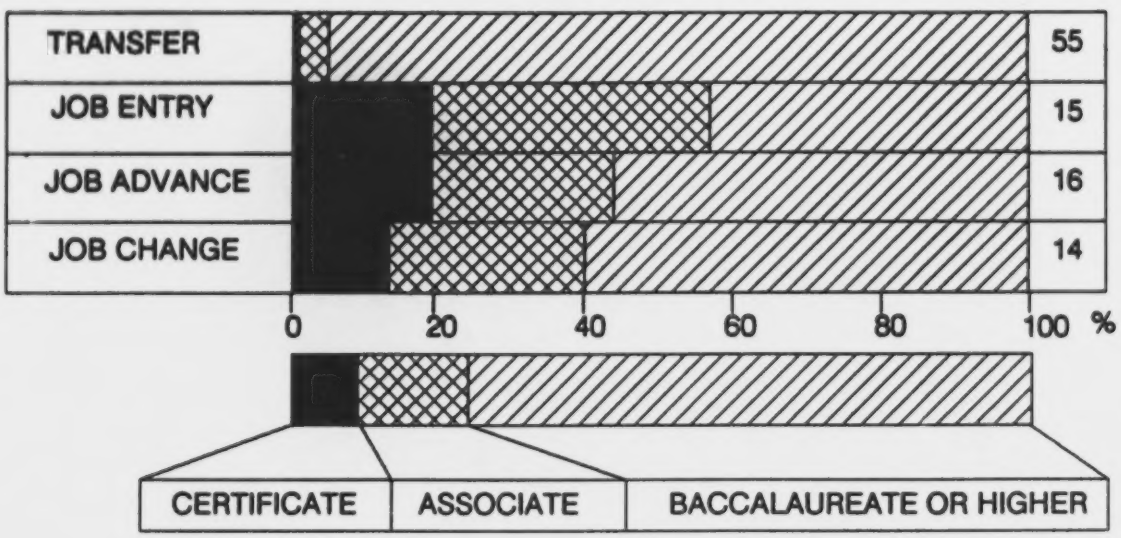

FIGURE 4

SUBJECT INTEREST, BY SEX AND AGE

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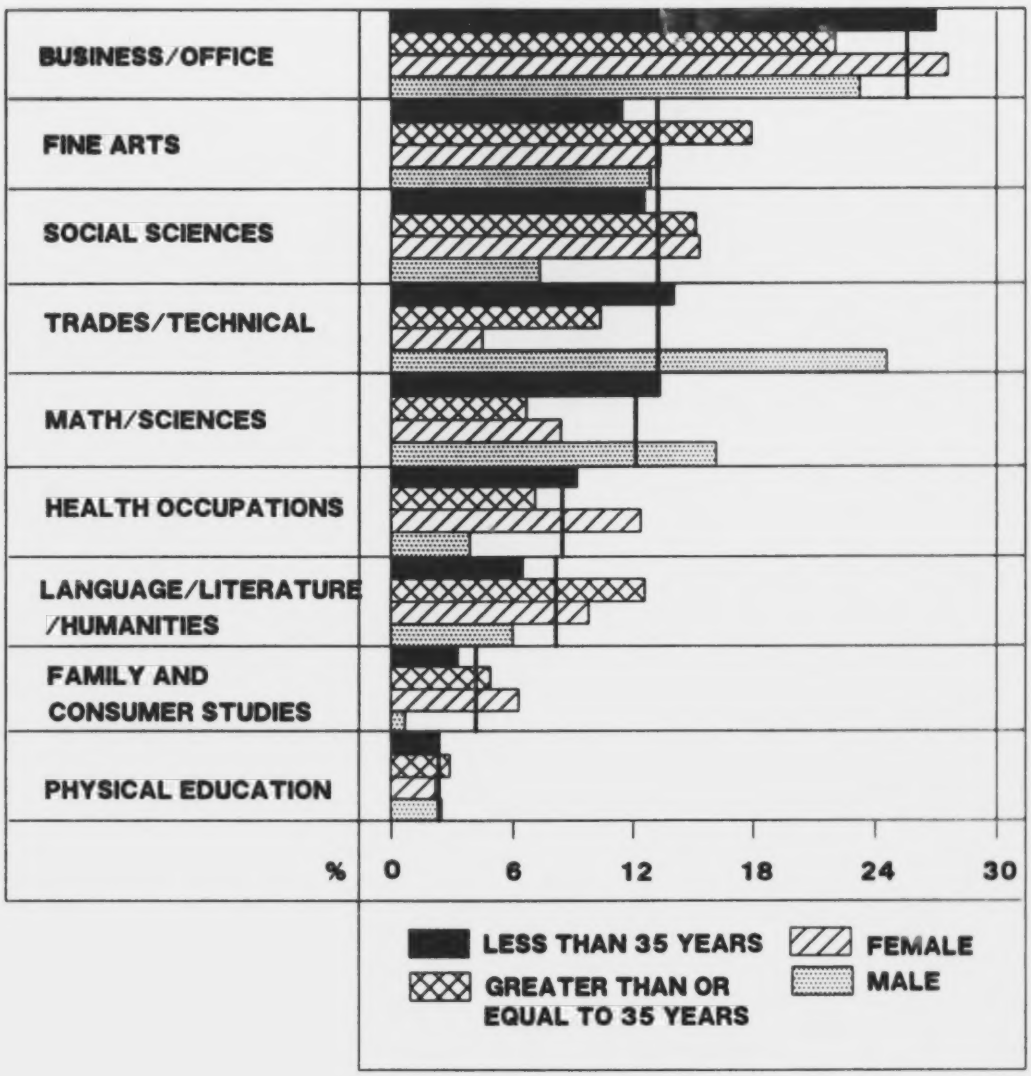

FIGURE 5

SUBJECT INTEREST BY EDUCATIONAL GOAL

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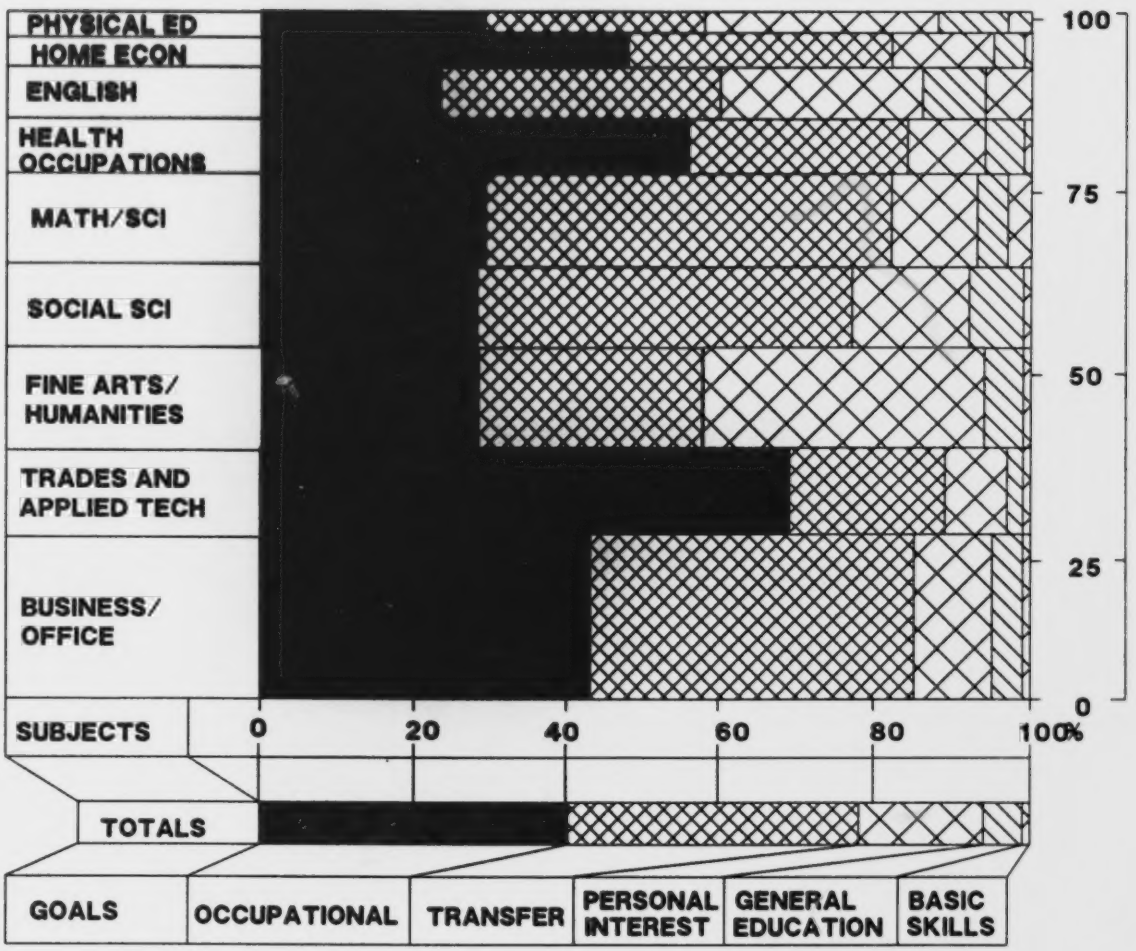


B. Student Academic Preparation

B.1. Highest educational level prior to attending this college. The largest group of students in the District (45%) had a high school diploma, 28% had some college and 12% held a bachelor's or higher degree. East, Pierce and Trade-Tech have the highest percentages of diploma-holders because they attract either transfer-bound or occupational students. Southwest and Mission had relatively high percentages of those with some college but no degree, while at West, Harbor and Valley, percentages of bachelor and higher degree holders were the highest among the colleges.

B.2. Educational institution last attended. Districtwide, 43% of students attended high school prior to enrollment in the District, 22% attended a community college, and 13% a private university, before entering their present colleges. More than half of East's students and 48% of Pierce's students had last attended a high school. At Southwest, 16% of its students had attended ROC/adult education prior to enrollment there. At the three smaller colleges, Southwest, Mission and West, percentages of those who had last attended other community colleges were higher than at other colleges. Finally, more than a third of West's students and 30% of Valley's students had last attended a CSU, UC or a private university.

B.3. Did you select your high school courses to prepare for college? Less than half the students in the District and at each college selected their high school courses to prepare for college.

B.4. Number of semesters at same college (prior to current). Districtwide, 30% of all students have been at the same college four or more semesters, 24% one semester and 13% each in the two and three semester category; the remaining one-fifth were first-timers at their present colleges. At Southwest and West, students were more frequently new or second-semester students than at other colleges. At East, Pierce and Valley, about one-third of their students had attended four or more semesters prior to the current one.

B.5. *Current grade point average (gpa).* The gpa distributions at the colleges were fairly uniform with modes in the 3.0 to 3.5 range. Mission was an exception with its mode at the 3.5 to 4.0 range.

B. STUDENT ACADEMIC PREPARATION

Question B.1: What was your highest level of education before attending this college?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Eighth grade or less	2.2	2.3	1.1	2.3	0.3	2.3	1.8	1.0	0.3	1.3	196
Some high school	9.1	7.0	4.6	8.5	5.1	6.8	9.3	5.7	2.9	6.5	958
High school diploma	46.3	53.9	43.3	35.1	50.2	37.4	48.4	41.5	30.8	44.9	6662
Some college	24.1	21.3	28.0	38.4	27.2	42.1	26.3	30.1	36.1	28.4	4219
AA degree	6.8	8.7	7.8	5.4	6.1	4.9	8.1	6.9	8.8	7.1	1058
BA or higher degree	11.6	6.8	15.3	10.2	11.0	6.5	6.1	14.8	21.1	11.8	1750
Total percent	14.5	10.7	8.9	4.1	19.7	4.2	10.8	19.3	7.8	100.0	
Total number	2148	1595	1322	609	2922	617	1609	2861	1160		14843

Question B.2: What type of educational institution did you last attend before entering this college?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
High school	44.9	53.0	41.5	37.8	48.3	31.5	46.6	40.1	26.5	43.1	6325
ROC/adult education	13.2	12.2	11.1	11.1	8.7	16.4	12.6	9.7	7.1	10.9	1594
Community college	17.4	15.9	22.1	28.5	19.3	30.6	23.7	20.2	30.6	21.3	3119
CSU campus	4.1	9.0	9.5	9.8	9.1	9.1	2.9	10.2	9.3	8.0	1169
UC campus	3.4	1.5	3.3	3.3	3.4	2.8	2.8	4.9	7.7	3.7	544
Private university	17.0	8.3	12.5	9.5	11.2	9.6	11.5	14.9	18.8	13.0	1911
Total percent	14.4	10.8	8.9	4.1	19.7	4.2	10.9	19.2	7.7	100.0	
Total number	2110	1586	1310	598	2891	612	1599	2821	1135		14662

Question B.3: Did you select your high school courses to prepare you for college?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Yes	43.7	44.6	46.5	44.5	47.5	44.6	41.6	44.1	49.0	45.1	6593
No	56.3	55.4	53.5	55.5	52.5	55.4	58.4	55.9	51.0	54.9	8017
Total percent	14.4	10.7	9.0	4.1	19.7	4.1	10.8	19.3	7.8	100.0	
Total number	2102	1567	1314	595	2883	597	1584	2821	1146		14610

Question B.4: How many semesters prior to this one have you been at this college?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
None	17.5	16.3	22.7	22.3	18.5	23.7	20.2	19.0	27.3	19.8	2944
One	22.6	21.5	26.9	21.4	23.2	26.5	22.1	25.6	27.8	24.0	3570
Two	14.4	14.0	11.3	13.6	10.5	15.9	15.0	11.9	14.5	12.9	1923
Three	13.5	13.4	12.2	15.9	14.7	13.1	15.4	11.1	10.5	13.2	1964
Four or more	32.0	34.8	26.9	26.8	33.1	20.8	27.3	32.4	19.9	30.0	4452
Total percent	14.5	10.8	9.0	4.1	19.6	4.1	10.9	19.3	7.8	99.9	
Total number	2151	1598	1330	610	2909	615	1617	2861	1162		14853

Question B.5: What is your current college grade point average?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Below 2.0	3.3	3.3	3.1	2.7	3.2	4.5	3.6	2.7	4.1	3.2	480
2.0 to 2.5	12.2	11.8	14.0	8.2	12.2	16.8	12.4	8.7	9.4	11.5	1691
2.5 to 3.0	16.7	16.7	15.0	9.9	21.0	15.5	16.8	15.2	14.0	16.6	2444
3.0 to 3.5	21.6	23.4	20.4	20.3	24.4	21.6	20.5	24.2	20.6	22.5	3316
3.5 to 4.0	15.8	14.2	20.1	23.7	18.2	10.1	13.7	21.3	20.2	17.7	2618
NA; new student	12.1	10.9	13.1	10.0	8.4	12.5	13.1	12.0	13.6	11.4	1688
Don't know	18.2	19.7	14.2	25.2	12.6	19.0	20.1	15.9	18.1	17.0	2505
Total percent	14.5	10.7	8.9	4.1	19.7	4.2	10.9	19.2	7.8	99.9	
Total number	2132	1583	1316	609	2910	613	1600	2834	1145		14742

C. Student and Enrollment Characteristics and Conditions

Trends in Working Students. *See Figure 6.* Since 1980, the percentage of working students districtwide has increased from 68% to 80%. The percentage of students working full-time increased from 28% to 38%, while the share of working part-time students rose from 40% to 42%.

C.1. Paid hours of work per week. Smaller colleges (with older and/or lower income students), Southwest, West, Mission and Harbor, had more than 40% of students working full-time. Part-time employment was highest among students at Pierce (45.5%), East, Valley and City (42% to 43% each).

C.2. Distance in miles between residence and college. Almost half the District's students lived less than two miles from college; slightly more than one-third lived three to six miles from college; and only 17% lived within two miles from college. Proximity between home and college was more important to smaller than larger colleges; Southwest, Mission and West have relatively more students living less than six miles from college than Pierce and Valley. Compared to other colleges, Trade-Tech attracted most students living at some distance from the campus because of its unique vocational programs.

C.3. Residence while attending college. More than half of all students (59%) lived in their own home, and more than a third in parents' home, while attending college. Mission and West, with their older students, each had over 70% of students living in their own home. In contrast, East had almost half its students living in parents' homes, followed by Pierce with 42%.

C.4. Marital status. Percentages of never-married students were highest at Pierce, East and City (more than 60% each, compared with 58% districtwide). The married student proportion was highest at Mission (54%), the only college with a majority of married students. Southwest and West had relatively higher percentages of students who were separated, divorced or widowed (21% and 19%, compared with 13% districtwide).

C.5. Children under 6 years living with student. More than two-thirds of students districtwide did not have children under six years living with them. Pierce, Valley and West each had over 75% in this category, while almost half of Southwest students and 37% of East's students answered yes to this question.

C.6. Children 6 to 11 years living with student. Overall, similar distributions at the District and in the colleges are seen in responses to this question, with about 5% higher percentages for those with children in this age category than in *Question C.5.*

C.7. Interest in enrolling children in campus child development center. Four-fifths of students in the District with children were not interested in the child center. East, Southwest and City's students with children showed more interest than other colleges (25% to 30% each, compared with 20% districtwide.

C.8. Native language. Districtwide, 63% of students claimed English as their native language, followed by Spanish (18%). English was not the majority native language at East and City, where Spanish was 40% and 29%, respectively. Within the District, pockets of other languages were found; for example, Chinese was native to 12% of East's students and 7% of City's; Tagalog was 6% at Harbor and 4% at City.

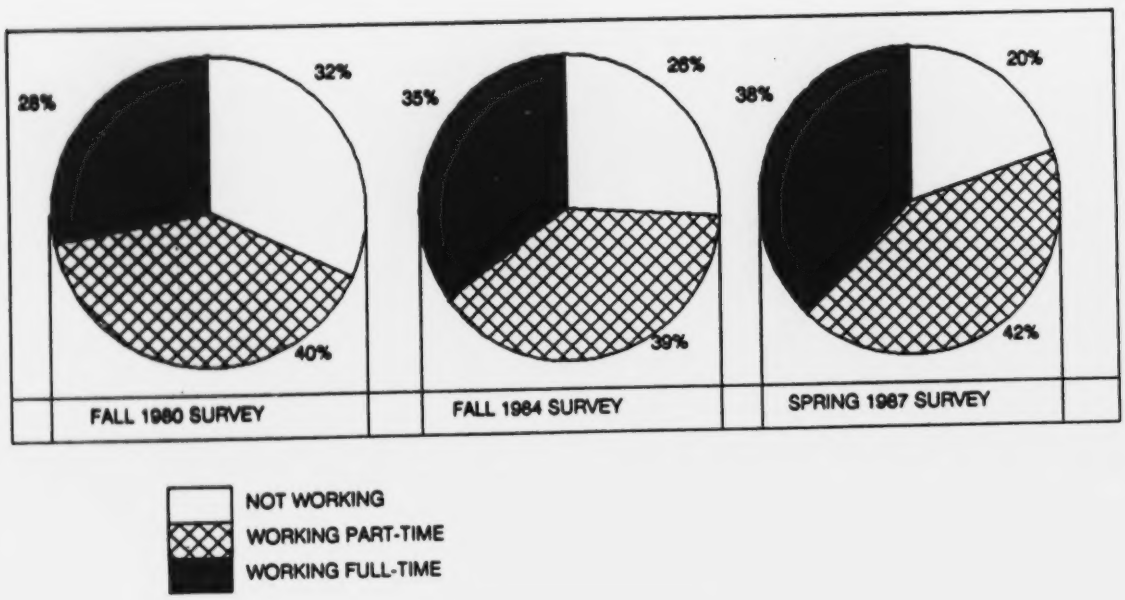
C.9. Services to help student understand classroom English. About one-third of students districtwide felt they needed help with English. Assistance was more heavily sought at City, East and Trade-Tech because of the larger numbers of non-native English speakers, but, Southwest, with the highest proportion of native English speakers also had one of the highest percentages of those needing some form of English assistance, especially in developmental English and tutoring.

C.10. Current enrollment in PACE classes. Districtwide, 7% of the students were enrolled in PACE in Spring 1987. Mission and Southwest had even higher proportions of PACE enrollment, 23% and 17% respectively.

C.11. Number of community services classses attended in the past two years. About one-third of students districtwide had attended community services classes in the past two years; this percentage was fairly uniform throughout the colleges. Southwest, City and Mission had slightly higher percentages of students who had attended four or more of such classes or activities.

FIGURE 6

TRENDS IN WORKING STUDENTS



C. STUDENT AND ENROLLMENT CHARACTERISTICS AND CONDITIONS

Note: Student and enrollment characteristics polled in the survey but available for all students in the student data base (e.g., age, sex, ethnicity, units) are not shown here. See the Annual Information Digest for this information.

Question C.1: How many paid hours per week do you work?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
None	23.35	22.1	20.1	20.9	16.6	22.4	22.8	19.7	17.5	20.28	3003
Part-time (-40 hrs.)	42.20	43.5	38.4	38.0	45.5	28.9	39.5	42.7	39.3	41.55	6152
Full-time (40+ hrs.)	34.44	34.2	41.3	41.0	37.7	48.7	37.6	37.4	43.1	38.15	5648
Total percent	14.4	10.8	8.9	4.1	19.7	4.2	10.9	19.3	7.8	100.0	
Total number	2137	1595	1322	602	2912	615	1614	2854	1152		14803

Question C.2: How many miles do you live from college?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Less than two	20.4	18.1	14.9	20.0	13.6	28.1	8.1	18.7	17.4	16.7	2466
Three to six	35.5	36.7	42.2	33.3	36.0	39.2	25.8	35.9	41.1	35.8	5298
Six to eight	23.8	23.3	25.0	22.3	21.9	19.3	26.8	22.4	26.9	23.5	3481
Ten or more	20.6	22.0	17.9	24.4	28.5	13.4	39.3	23.0	14.6	24.0	3544
Total percent	14.4	10.7	8.9	4.1	19.7	4.1	10.9	19.3	7.7	99.8	
Total number	2136	1590	1320	607	2912	613	1613	2853	1145		14789

Question C.3: Where do you live while attending school at this college?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Parent's home	33.5	48.3	38.9	22.8	41.9	25.9	39.8	32.9	24.6	36.4	5374
Relatives' home	5.9	5.9	3.6	2.9	4.2	5.4	6.7	4.3	4.5	4.9	723
Own home	60.6	45.8	57.5	74.3	53.8	38.7	53.5	62.8	71.0	58.7	8682
Total percent	14.5	10.8	9.0	4.1	19.7	4.1	10.9	19.3	7.8	100.0	
Total number	2137	1593	1323	602	2909	605	1605	2850	1155		14779

Question C.4: What is your marital status?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Never married	61.9	62.6	55.5	31.8	63.8	48.5	59.8	58.5	50.4	58.2	8516
Married	25.1	27.2	33.5	53.6	26.2	30.8	26.6	29.1	30.7	29.1	4253
Separated/Divorced Widowed	13.0	10.2	11.0	14.6	10.0	20.7	13.6	12.4	18.9	12.7	1859
Total percent	14.5	10.8	9.0	4.1	19.6	4.1	10.9	19.3	7.7	100.0	
Total number	2118	1578	1313	598	2866	606	1599	2818	1132		14628

Question C.5: Do you have any children under 6 years living with you?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Yes	28.6	37.2	31.6	29.3	22.8	45.8	35.0	24.7	23.6	29.7	2057
No	71.4	62.8	68.4	70.7	77.2	54.2	65.0	75.3	76.4	70.3	4869
Total percent	14.7	10.7	8.8	5.8	15.9	6.1	12.7	17.2	8.0	99.9	
Total number	1017	742	610	404	1102	422	882	1194	553		6926

Question C.6: Do you have any children 6-11 years old living with you?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Yes	23.0	26.8	27.1	33.2	18.3	40.5	27.7	20.7	24.1	25.0	1709
No	77.0	73.2	72.9	66.8	81.7	59.5	72.3	79.3	75.9	75.0	5130
Total percent	14.6	10.8	8.8	6.0	16.1	6.0	12.8	17.0	7.9	100.0	
Total number	997	735	601	412	1101	412	876	1164	541		6839

Question C.7: Are you interested in enrolling your child(ren) in the campus child development center?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Yes	25.8	29.6	18.1	10.9	17.0	25.6	18.6	17.7	15.5	20.1	1280
No	74.2	70.4	81.9	89.1	83.0	74.4	81.4	82.3	84.5	79.9	5079
Total percent	14.5	10.8	8.9	6.0	15.6	6.3	13.0	16.9	7.9	99.9	
Total number	923	687	565	380	995	402	827	1076	504		6359

Question C.8: What is your native language?*

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Chinese	6.6	11.8	2.5	1.1	2.2	0.4	6.2	1.6	2.5	4.2	567
English	40.4	39.0	69.2	66.0	75.1	87.5	51.4	72.3	78.0	62.7	8560
Japanese	1.5	0.9	1.9	0.7	0.5	0.2	0.8	0.5	0.8	0.9	119
Korean	5.5	0.5	2.0	0.2	1.8	0.0	1.0	1.9	0.8	2.0	267
Spanish	29.3	40.4	10.4	26.9	5.8	8.1	28.7	12.0	6.3	18.2	2486
Tagalog	4.3	0.9	5.6	0.2	1.6	0.2	2.2	2.1	0.7	2.3	308
Vietnamese	2.5	1.8	0.5	0.5	2.6	0.4	2.6	0.8	1.0	1.7	228
Other	9.9	4.6	7.9	4.5	10.5	3.3	7.0	8.7	9.8	8.2	1122
Total percent	14.8	11.1	8.9	4.1	19.3	4.0	10.8	19.2	7.8	100.0	
Total number	2022	1514	1221	561	2637	545	1479	2618	1060		13657

*A little more than seven percent of students responded that their native language was Armenian, suggesting that many students misread Armenian as American; this response was therefore dropped, recalculating the percentages from the reduced numbers. As a result, the proportion of native English-speaking respondents may be understated.

Question C.9: Which of the following services would most help you to understand the English used in your classes?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
ESL classes	18.0	13.4	7.6	7.3	6.1	7.3	12.4	7.0	5.9	9.7	1388
Developmental English classes	16.8	18.3	9.1	12.8	9.5	19.2	17.7	9.7	9.5	13.0	1856
Tutoring	7.1	6.4	4.7	9.3	6.1	12.0	8.6	4.0	7.1	6.5	928
Learning Skills Centers	8.4	4.9	5.1	6.4	3.7	8.8	8.0	4.0	5.5	5.6	803
No help needed	49.6	57.0	73.5	64.3	74.6	52.7	53.3	75.2	72.0	65.3	9347
Total percent	14.4	10.9	9.0	4.1	19.6	4.1	10.9	19.3	7.8	100.1	
Total number	2067	1560	1291	583	2810	585	1554	2760	1112		14322

Question C.10: Are you enrolled in PACE classes?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Yes	9.6	4.4	4.5	23.0	5.0	16.9	6.7	3.9	6.7	6.8	938
No	90.4	95.6	95.5	77.0	95.0	83.1	93.3	96.1	93.3	93.2	12853
Total percent	12.5	10.8	9.3	4.1	20.4	4.1	11.0	19.8	7.9	100.0	
Total number	1731	1493	1278	569	2810	561	1521	2734	1094		13791

Question C.11: How many community services classes or activities have you attended during the past two years?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
None	60.6	63.3	67.3	67.4	66.6	60.8	65.3	68.9	64.3	65.4	9494
One	12.9	12.5	11.3	8.9	12.2	10.0	12.1	11.2	12.8	11.9	1723
Two	9.7	9.3	8.2	7.7	7.7	11.6	8.5	7.7	9.5	8.6	1247
Three	6.0	5.3	5.3	6.2	5.1	6.4	5.9	4.0	5.1	5.2	759
Four or more	10.8	9.6	8.0	9.7	8.3	11.3	8.3	8.3	8.3	9.0	1302
Total percent	14.5	10.8	9.0	4.0	19.7	4.1	10.8	19.4	7.8	100.1	
Total number	2104	1571	1304	580	2862	598	1565	2815	1126		14525

D. Student Financial Information

D.1. Relevant Income. Relevant income, derived from personal and parental income data, reports parental household income for dependent students and personal household income for independent students. Districtwide, more than a quarter of respondents fell in the below-$12,000 income group; at Southwest, Trade-Tech and City, comparable percentages were 37% each. Fifteen percent of students were in the $12,000 - $18,000 range, 14% were in each of the $18,000 - $24,000 and $24,000 - $36,000 income ranges, 19% in the $36,000 - $48,000 range, and 11% in the $48,000 or more range. *Figure 7* charts income distributions at each college; all colleges except City, Trade-Tech and Southwest had two distinct modes in their distribution curves, one at the below-$12,000 income range and another in the $36,000 to $48,000 range.

D.2. Income tax status. More than three-quarters of districtwide students claimed to be independent in 1986. The proportion of independent students was highest at Southwest (88%), Mission (85%), and West (84%), and lowest at Pierce (70%) and Harbor (74%).

D.3. Household by College. Districtwide, 24% of respondents belonged to single-person households, 22% to doubles, 18% and 17% to three- and four-person households, and less than 5% in each of the remaining household categories. Students at West, City and Valley were above-average in single-households; Southwest was high in two- and three-person households, while East was highest in the five and above category.

D.4. Received money from public assistance programs (AFDC, SSI, General Assistance). Districtwide, 6% of students reported receiving public assistance. Colleges with the largest shares of students receiving such public assistance were Southwest (16%), Trade-Tech (10%) and City (8%).

D.5. Total financial aid in 1986-87. While 23% of all students had household incomes below $12,000 in 1986, only 11% percent received any financial aid; 4% received $500 or less, and 5% between $501 and $3,000. Colleges with lower-income students, Southwest, Trade-Tech, City and East, had relatively more students on financial aid.

D. STUDENT FINANCIAL INFORMATION

Question D.1: Relevant Income

This measure combines parental and personal household income reported, with parental income included only for those students declared to be dependent in 1986.

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Less than $12,000	37.6	31.4	21.3	22.2	19.8	37.5	36.6	22.2	23.3	28.0	2940
$12,000 to $18,000	20.0	18.1	10.5	14.2	10.6	14.4	17.8	14.9	10.5	15.0	1582
$18,000 to $24,000	16.9	13.2	11.9	11.2	14.5	14.6	15.4	14.5	13.7	14.4	1519
$24,000 to $36,000	10.4	13.4	16.6	16.6	13.8	14.0	11.0	15.1	12.9	13.4	1406
$36,000 to $48,000	10.6	16.3	24.1	23.6	24.3	13.6	14.1	20.2	25.2	18.6	1956
$48,000 or more	4.4	7.6	15.4	12.4	16.9	6.0	5.3	13.1	14.2	10.6	1111
Total percent	16.5	11.6	8.4	4.2	15.8	4.7	12.6	18.6	7.5	100.0	
Total number	1738	1218	882	445	1664	499	1323	1957	789		10515

Question D.2: Did your parents or legal guardians claim you as an income tax dependent in 1986?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Yes	20.6	24.8	26.3	15.0	29.7	11.6	20.4	21.5	16.3	22.6	3086
No	79.4	75.2	73.7	85.0	70.3	88.4	79.6	78.5	83.7	77.4	10573
Total percent	14.3	10.9	8.9	3.9	19.8	4.2	10.7	19.5	7.8	100.0	
Total number	1958	1483	1221	534	2703	571	1466	2658	1065		13659

Question D.3: Household by College.

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
One	28.2	16.7	21.9	17.0	22.0	21.4	23.6	27.6	30.8	24.0	2759
Two	20.4	17.7	19.3	20.0	24.1	25.1	21.3	23.5	24.3	21.9	2515
Three	16.8	18.2	18.0	15.0	18.8	20.2	17.7	16.1	17.6	17.5	2012
Four	14.4	16.9	20.7	21.6	18.7	13.8	15.5	16.2	14.3	16.8	1931
Five and above	20.2	30.5	20.2	26.4	16.3	19.5	21.9	16.6	13.0	19.7	2261
Total percent	14.4	10.3	9.4	4.4	19.3	4.2	11.2	19.2	7.7	100.0	
Total number	1658	1177	1075	500	2211	486	1287	2204	880		11478

Question D.4: During this school year, did you receive money from any of the following public assistance programs: AFDC, SSI or General Assistance?

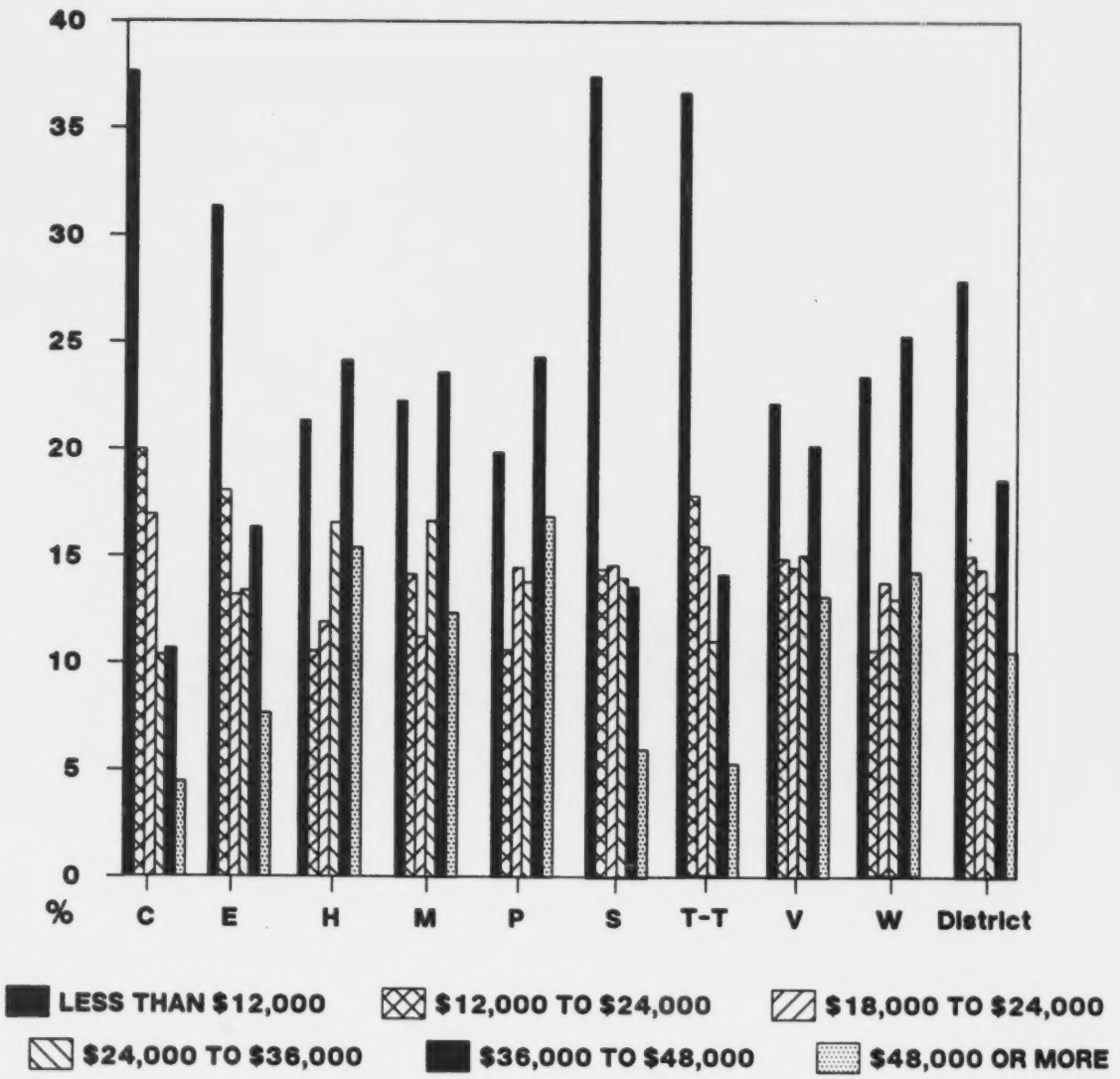
Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Yes	8.2	7.7	3.4	4.9	2.7	16.2	10.3	4.9	4.6	6.1	884
No	91.8	92.3	96.6	95.1	97.3	83.8	89.7	95.1	95.4	93.9	13528
Total percent	14.4	10.9	9.0	4.0	19.7	4.1	10.8	19.4	7.8	100.0	
Total number	2075	1567	1299	576	2836	592	1554	2790	1123		14412

Question D.5: What will be the total amount of scholarships, fellowships and grant assistance awarded to you for this academic year?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
None	84.1	84.2	91.8	92.8	93.0	80.5	82.9	92.3	91.2	88.8	12385
$500 or less	6.2	5.3	3.4	3.8	3.3	7.4	5.8	3.5	3.0	4.4	615
$501 - $1,000	3.7	4.1	1.7	0.4	1.0	3.0	3.0	1.4	2.2	2.2	310
$1,001 - $3,000	4.6	5.2	2.8	1.8	1.7	7.9	6.2	1.9	2.7	3.4	477
$3,001 - $6,000	0.6	0.6	0.2	0.2	0.4	0.7	1.5	0.7	0.6	0.6	88
More than $6,000	0.7	0.6	0.2	1.1	0.7	0.5	0.7	0.3	0.3	0.6	77
Total percent	14.5	10.7	9.1	4.0	19.9	4.1	10.8	19.3	7.8	100.0	
Total number	2017	1490	1263	556	2770	568	1509	2689	1090		13952

FIGURE 7

INCOME DISTRIBUTION BY COLLEGE, SPRING 1987



E. Student Evaluation of College Services

The tables report percentage ratings of services: teaching, college library, learning centers/tutoring, admissions office, orientation, counseling, financial aid, EOPS, food services and child development centers, at the college and district levels. Ratings were 1 = Excellent, 2 = Good, 3 = Satisfactory, 4 = Poor, 5 = Unsatisfactory. Average ratings and usage levels as reported by respondents are also shown. Figure 8 displays districtwide percentage ratings for these ten services.

Usage levels are suggested by the percentages and total number of responses on each service. They varied by type of service and by college. Teaching and admissions were obviously the most widely used (although some respondents said they have not used the admissions office), followed by college library, food services and counseling. Child care, EOPS and financial aids had the lowest number of presumed users.

The average rating on all services in the District except teaching was between satisfactory and good (score between 2 and 3). Teaching rated slightly above 2 (good).

Among the services evaluated, *teaching* was well-rated; 80% of districtwide students rated teaching as excellent or good. At all colleges except Mission, a good rating was the most frequently cited response; Mission's teaching was most often rated excellent by its students (45%). At City, East, Southwest and Trade-Tech, one-fifth of each student body rated teaching satisfactory, compared with a 17% district average. On average, Mission ranked highest, followed by Valley and West.

College Library. This service appears to be college-specific and not as dependent on college size or student characteristics as some of the other services. Of the smaller colleges, Southwest and West libraries were well-rated, but Mission's was below-average. Harbor and Trade-Tech libraries were rated above-average, City and East were average, while Pierce was below-average. Mission's students used their library the least frequently compared with other colleges.

Learning Centers/Tutoring. About one-third of respondents districtwide have used this service. At Southwest, Trade-Tech, West and City, students used this service more frequently than at other colleges. Of the nine colleges, Southwest and Harbor were the most highly rated, each with a 2.15 average rating, followed by Mission and West.

The *Admissions Office* was well-rated by students at Mission, Southwest, Valley and Harbor and below average at East and City. Reported usage levels were lower than expected, with only 86% of students at Mission reporting previous usage.

Orientation was rated good or better by almost half the District's students. At Mission, a fifth of the students rated orientation excellent, while at Southwest and Harbor, 17% and 16% (compared with 13% at the District) gave an excellent rating. Harbor and Mission had the highest average ratings, followed by Southwest.

Counseling was used by almost two-thirds of the District's students. Among the colleges, usage was reportedly highest at Trade-Tech and Southwest and lowest at Mission and West. Counseling was most highly rated by students at Mission and West, and least at Trade-Tech.

Financial Aids. This service was more highly rated at the more affluent colleges (West and Harbor) and was well-above average at Mission. At the opposite end of the spectrum were Southwest and Trade-Tech, where almost one-third of students each rated financial aids poor or unsatisfactory.

EOPS. The patterns of ratings at the colleges were quite similar to those for financial aids, with Harbor and Mission drawing above-average ratings and Southwest and Trade-Tech at the lower end.

Food Services received poor ratings at City and West and mixed reactions from students at Mission and Southwest (above-average in both excellent and poor/unsatisfactory ratings).

Child Development Centers. Southwest and Valley centers were rated well-above average, while City's was slightly below average in ratings. At Mission, this service drew the highest percentages of any college in both excellent (41%) and unsatisfactory (7%) categories.

E. STUDENT EVALUATION OF COLLEGE SERVICES

Question: How would you rate the quality of each service listed below?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
TEACHING (N=14566)											
1=Excellent	30.1	28.6	35.7	44.8	28.2	32.5	27.5	36.2	36.4	32.2	4514
2=Good	47.1	47.8	45.4	42.1	51.0	43.7	49.0	46.5	45.9	47.5	6661
3=Satisfactory	20.0	19.8	16.7	11.0	17.4	19.8	19.6	14.6	14.8	17.3	2425
4=Poor	2.0	2.8	1.9	2.0	2.7	2.1	2.7	1.9	2.3	2.3	320
5=Unsatisfactory	0.8	0.9	0.3	0.2	0.8	1.9	1.3	0.7	0.6	0.8	113
% Using Service	95.1	94.9	97.3	94.8	96.9	96.6	96.6	97.2	96	96.3	14033
Average Rating	1.96	2.00	1.86	1.71	1.97	1.97	2.01	1.84	1.85	1.92	
COLLEGE LIBRARY (N=14214)											
1=Excellent	25.0	21.6	25.3	20.9	15.9	29.6	28.3	22.7	31.6	23.3	2342
2=Good	43.0	46.9	47.1	37.6	44.7	39.7	45.0	49.1	45.1	45.4	4558
3=Satisfactory	24.7	24.8	22.6	33.0	30.3	23.9	22.2	21.5	17.5	24.4	2452
4=Poor	5.8	5.4	4.1	6.4	6.5	5.4	2.7	4.9	4.2	5.1	511
5=Unsatisfactory	1.5	1.2	0.9	2.1	2.6	1.4	1.9	1.8	1.7	1.8	177
% Using Service	74.9	76.1	68.4	49.6	70.7	73.8	77.2	67.8	64.8	70.6	10040
Average Rating	2.16	2.18	2.08	2.31	2.35	2.09	2.05	2.14	1.99	2.17	
LEARNING CENTERS/ TUTORING (N=14089)											
1=Excellent	21.4	20.8	26.5	29.9	25.6	27.3	23.2	21.9	27.0	24.0	1086
2=Good	35.5	41.6	42.7	35.6	34.8	41.5	39.3	41.2	39.8	38.8	1759
3=Satisfactory	29.5	24.6	23.3	22.0	26.2	23.5	27.4	24.8	20.4	25.4	1151
4=Poor	7.6	6.9	4.5	5.1	6.2	4.6	4.0	7.2	8.6	6.4	288
5=Unsatisfactory	6.0	6.0	2.9	7.3	7.2	3.1	6.1	4.9	4.2	5.5	247
% Using Service	36.7	27.5	29.5	30.8	26.5	45.5	37.6	30.9	37.0	32.2	4531
Average Rating	2.41	2.36	2.15	2.24	2.34	2.15	2.31	2.32	2.23	2.31	

(Continued on next page)

Question: How would you rate the quality of each service listed below?

Item	C	E	H	N	P	S	T-T	V	W	Total	Number
ADMISSIONS OFFICE (N=14193)											
1=Excellent	7.6	6.9	11.3	17.9	7.3	14.8	10.0	10.5	10.5	9.5	1215
2=Good	30.4	29.0	36.7	35.9	33.1	38.7	35.1	42.1	36.8	35.2	4493
3=Satisfactory	41.6	39.8	41.3	33.7	42.1	33.0	37.8	37.0	35.3	39.0	4985
4=Poor	13.7	17.0	7.9	10.9	12.5	8.9	10.8	8.0	12.5	11.5	1470
5=Unsatisfactory	6.7	7.3	2.8	1.6	5.0	4.5	6.3	2.5	4.8	4.8	610
% Using Service	89.6	92.3	88.5	86.4	90.7	89.0	89.3	90.1	90.6	90.0	12773
Average Rating	2.82	2.89	2.54	2.43	2.75	2.50	2.68	2.50	2.64	2.67	
ORIENTATION (N=14049)											
1=Excellent	12.2	10.0	16.1	20.3	10.1	16.7	11.3	11.7	12.1	12.5	776
2=Good	36.9	36.3	38.4	32.2	35.6	38.0	37.6	38.3	37.4	37.0	2302
3=Satisfactory	36.1	41.2	37.4	37.4	39.1	33.4	37.4	35.0	35.5	37.2	2317
4=Poor	9.5	8.8	4.9	7.7	10.3	7.0	9.0	10.9	9.1	8.9	556
5=Unsatisfactory	12.8	3.8	3.1	2.4	4.9	4.9	4.7	4.0	5.9	4.4	276
% Using Service	55.0	61.6	40.1	49.2	59.3	49.3	36.8	65.5	65.8	55.7	6227
Average Rating	2.96	2.60	2.40	2.40	2.64	2.45	2.58	2.57	2.59	2.56	
COUNSELING (N=14298)											
1=Excellent	12.8	14.1	16.0	19.5	11.4	14.9	11.2	13.4	16.1	13.4	1221
2=Good	34.2	35.4	33.1	36.2	35.8	30.8	34.0	37.6	42.3	35.6	3246
3=Satisfactory	29.9	29.9	32.6	27.0	32.6	33.1	31.9	29.8	24.5	30.6	2786
4=Poor	17.3	15.5	12.4	12.3	14.3	15.4	16.0	13.9	11.8	14.7	1337
5=Unsatisfactory	5.8	5.1	6.0	5.0	5.9	5.8	7.0	5.2	5.3	5.8	525
% Using Service	65.6	66.2	60.1	54.8	63.5	68.3	75.9	60.3	55.7	63.7	9115
Average Rating	2.69	2.62	2.59	2.47	2.68	2.66	2.74	2.60	2.48	2.64	

(Continued on next page)

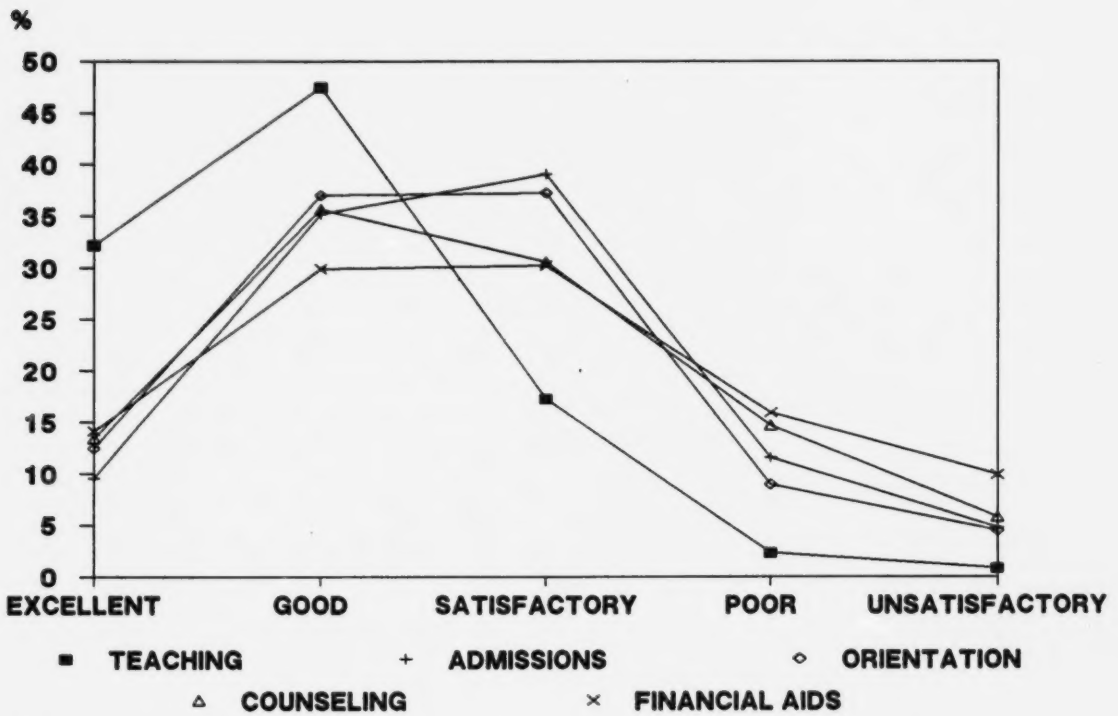
Question: How would you rate the quality of each service listed below?

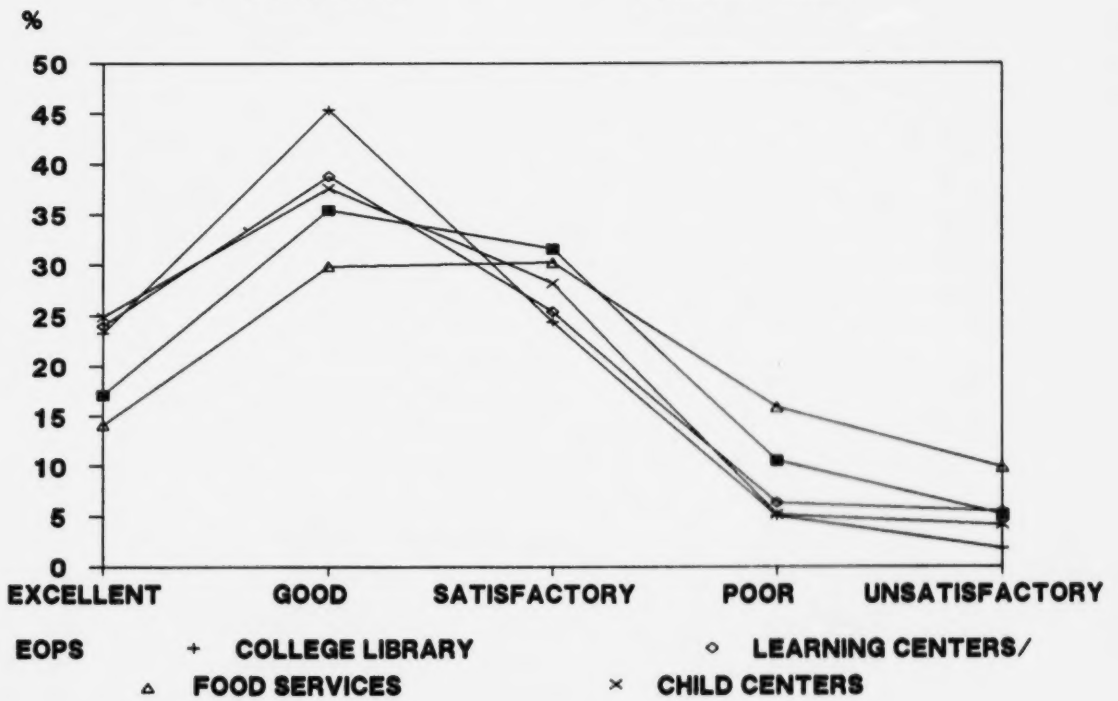
Item	C	E	H	M	P	S	T-T	V	W	Total	Number
FINANCIAL AIDS (N=14098)											
1=Excellent	12.3	17.4	22.9	24.8	11.8	13.6	10.9	12.1	14.4	14.1	626
2=Good	30.2	24.2	34.6	36.4	28.7	20.0	30.6	32.3	37.2	29.9	1325
3=Satisfactory	29.2	33.0	27.7	32.6	35.2	34.6	26.1	29.1	26.4	30.3	1341
4=Poor	17.6	15.8	8.5	4.7	15.3	19.0	18.4	17.6	14.1	15.9	704
5=Unsatisfactory	10.7	9.6	6.4	1.6	9.0	12.9	14.0	8.8	7.9	9.9	437
% Using Service	40.3	37.4	29.4	22.9	23.3	51.5	43.0	24.5	25.3	31.5	4433
Average Rating	2.84	2.76	2.41	2.22	2.81	2.98	2.94	2.79	2.64	2.77	
EOPS (N=13981)											
1=Excellent	18.2	19.7	20.5	29.6	16.1	19.1	11.6	15.8	14.2	17.2	590
2=Good	35.5	32.4	40.3	39.8	36.3	27.1	34.6	37.0	39.6	35.5	1221
3=Satisfactory	31.5	32.9	29.1	22.2	33.9	33.1	34.3	29.9	28.4	31.6	1088
4=Poor	10.0	10.6	4.9	7.4	9.2	12.7	13.6	11.2	13.3	10.6	363
5=Unsatisfactory	4.8	4.5	5.2	0.9	4.6	8.1	5.9	6.0	4.4	5.2	178
% Using Service	35.0	28.1	21.2	19.3	18.1	41.4	32.9	17.8	20.7	24.6	3440
Average Rating	2.48	2.48	2.34	2.10	2.50	2.64	2.68	2.55	2.54	2.51	
FOOD SERVICES (N=14183)											
1=Excellent	5.4	6.0	9.3	13.2	8.5	11.7	9.1	6.3	7.3	7.5	734
2=Good	23.4	31.5	25.5	16.4	33.9	24.0	34.9	33.1	26.1	30.2	2947
3=Satisfactory	38.9	43.0	42.4	25.2	42.2	39.7	38.5	43.8	34.8	40.9	3996
4=Poor	22.1	15.0	16.0	23.9	10.9	19.9	11.9	12.4	18.4	14.9	1450
5=Unsatisfactory	10.3	4.5	6.8	21.4	4.5	4.7	5.5	4.5	13.4	6.5	636
% Using Service	70.5	70.5	66.3	28.4	76.5	55.9	69.0	75.2	57.5	68.8	9763
Average Rating	3.09	2.81	2.86	3.24	2.69	2.82	2.70	2.76	3.05	2.83	
CHILD DEVELOPMENT CENTERS (N=13994)											
1=Excellent	21.6	25.8	23.6	40.8	23.0	39.4	14.6	30.3	22.2	24.9	630
2=Good	35.8	35.7	41.5	31.1	34.5	32.4	43.6	39.6	39.7	37.6	953
3=Satisfactory	31.5	28.3	29.2	19.4	32.6	20.4	30.1	23.4	28.0	28.2	714
4=Poor	6.4	4.3	4.2	1.9	5.2	4.9	7.5	4.1	5.3	5.2	131
5=Unsatisfactory	4.7	5.8	1.4	6.8	4.7	2.8	4.2	2.6	4.8	4.1	105
% Using Service	21.2	21.4	16.7	18.2	13.8	25.0	22.3	15.5	17.3	18.1	2533
Average Rating	2.37	2.29	2.18	2.03	2.34	1.99	2.43	2.09	2.31	2.26	

FIGURE 8

STUDENT EVALUATION OF COLLEGE SERVICES

SPRING 1987





F. College-Specific Enrollment Influences

F.1. Most important reason for choosing to enroll at THIS college. Proximity to home was the most important reason for 46% of students districtwide; educational program was important to about one-fifth of all students. These were also the two primary reasons at the colleges with some difference in relative weights. Educational program was relatively more important at Trade-Tech (37%), Mission (24%) and City (22%). Proximity to home was comparatively more important to students at Harbor (59%), Southwest (53%), Valley and West (52% each). Reputation for good teaching was significantly higher at Trade-Tech (25% compared with district average, 12%), while proximity to work was slightly higher at Southwest (8%) than in the District (5%). At West, 14% chose reasons other than those listed, compared with 10% in the District.

F.2. Most influential factor in decision to enroll at THIS college. Class schedule and friends were almost equally important in influencing college choice (25% to 26% each) among district students. More than a quarter of all students cited reasons other than those listed. Media ads or announcement was the least influential factor (1%). At the college level, Mission students placed more emphasis on class schedule (35% compared with the District's 26%) and brochure (18%); friends were most influential in the case of Trade-Tech students (30%); high school advisors were relatively more important at Trade-Tech and East (8% each) than elsewhere. At Pierce and Southwest, about 31% of students at each college found other factors not listed to be most influential.

F. COLLEGE-SPECIFIC ENROLLMENT INFLUENCES

F.1 Most important reason for choosing to enroll at THIS college?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
No admission requirements	4.4	3.6	1.5	1.1	5.3	1.8	1.1	3.6	1.4	3.2	479
Educational program	21.7	17.1	13.4	24.3	17.2	17.8	36.8	14.5	15.9	19.3	2850
Reputation for good teaching	13.2	7.3	8.8	9.5	11.0	9.3	25.4	11.6	7.6	12.0	1774
Close to home	42.5	51.4	58.5	46.5	45.3	53.1	18.1	52.0	51.9	46.0	6780
Close to work	4.1	5.6	4.8	4.1	5.0	8.1	6.1	4.2	5.5	5.0	740
Composition of student body	0.8	0.5	0.3	0.9	0.7	0.3	0.3	0.5	0.5	0.5	80
Athletic and other student activities	0.4	1.1	0.9	1.3	0.9	0.5	0.2	0.9	0.4	0.8	111
Quality of facilities	3	2.4	1.8	3.6	2.6	1.5	3.5	2.7	3.4	2.7	404
Other reason	10	11	9.9	8.6	11.9	7.6	8.5	9.9	13.5	10.4	1536
Total Percent	14.4	10.8	8.9	4.1	19.7	4.1	10.9	19.3	7.8	100.0	
Total Number	2122	1588	1319	602	2904	612	1608	2854	1145		14754

F.2 Which most influenced your decision to enroll in THIS college?

Item	C	E	H	M	P	S	T-T	V	W	Total	Number
Class schedule	29.4	27.8	25.1	35.4	21.7	27.0	24.2	27.3	26.5	26.3	3880
Newspaper ad/article; Radio/TV	1.4	1.0	1.3	2.9	0.8	1.6	1.7	0.5	1.3	1.2	169
High school advisors	6.9	8.4	7.2	2.7	6.1	1.9	8.4	4.7	2.3	5.9	877
College advisors	2.7	3.7	2.1	2.5	2.8	4.3	3.5	3.0	3.2	3.0	445
Friends	26.4	24.2	18.7	19.8	27.5	16.4	29.6	26.0	18.7	24.7	3646
Community services announcement	2.9	2.7	3.5	3.4	2.1	4.9	2.3	1.5	3.6	2.6	386
College brochure or filer	7.5	6.7	13.5	18.4	7.7	13	7.9	8.5	16.4	9.6	1417
Other	22.8	25.6	28.6	14.9	31.3	31	22.4	28.6	28	26.8	3957
Total Percent	14.5	10.7	8.9	4.1	19.7	4.1	10.9	19.3	7.8	100.0	
Total Number	2143	1587	1315	605	2904	609	1609	2855	1151		14778

APPENDIX 1

Sampling and Weighting Methodology

1. A 15% random sample of Spring 1987 active sections at first census at each college was surveyed. Instructional television (ITV) and non-credit sections were excluded from the sample. In sections which were combined classes, all students in the class were surveyed.

The survey was administered in class between the first and second censuses of Spring 1987. A total of 15,084 usable questionnaires (out of 15,359 returns) were returned, giving an effective student sample of 17.6% based on a comparable enrollment total of 85,751 districtwide. Response rates varied by college suggesting variations in the implementation of the survey at the campuses. See *Table 1* for response rates by college.

The higher percentages of student samples compared with sections suggest, apart from the higher sample of sections caused by combined classes and sampling variation, that some students might have duplicated returns as they attended several sections in the sample.

2. The sample drawn by this method over-represented students carrying more units when compared with data from the districtwide student database (551 Tape). The sample (which actually reflects student full-time equivalent) was corrected to headcount using the unit load distribution from the student database.. See Table 2 for a comparison of main student characteristics in the uncorrected and corrected samples, and the student database.

Table 1: Response Rates of Uncorrected Sample, Spring 1987 Survey

	City	East	Harbor	Mission	Pierce	South west	Trade-Tech	Valley	West	District
Enrollment (non-ITV, non-credit)	12615	10979	7297	4037	14982	3446	10793	14449	7153	85751
No. of Respondents	2284	1627	1248	575	3097	654	1894	2644	1061	15084
Percent of Students Sampled	18.1	14.8	17.1	14.2	20.7	19.0	17.5	18.3	14.8	17.6

Table 2

Comparison of Student and Enrollment Characteristics of Student Population and Corrected and Uncorrected Samples, Spring 1987 Student Survey

(PERCENTAGES)	STUDENT DATA TAPE	STUDENT SURVEY (UNCORRECTED)	STUDENT SURVEY (CORRECTED TO HEADCOUNT)
AGE:			
UNDER 20	20	26	20
20-24	28	29	27
25-34	29	25	29
35 AND OVER	23	20	25
ETHNIC:			
BLACK	18	16	15
HISPANIC	25	26	26
WHITE	39	37	40
ASIAN	15	16	14
OTHER	3	5	5
DAY OR EVENING CLASSES:			
DAY	43	49	42
EVENING	41	32	44
BOTH	16	19	14
UNITS TAKING THIS SEMESTER:			
1-5 UNITS	43	21	43
6-11 UNITS	32	32	32
12 OR MORE	25	47	25
CURRENT CLASS LEVEL:			
FRESHMAN (0-29)	63	49	49
SOPHOMORE (30-59)	15	28	23
MORE THAN 60 BUT NO DEGREE	11	11	11
AA OR AS	4	7	8
BA OR BS	7	6	9

Los Angeles Community Colleges
1986-1987 Student Survey

If you have already completed this questionnaire in another class, do not answer it a second time.

Los Angeles Community Colleges need information and opinions from students to evaluate and improve programs and services. We would like to know about your educational goals, interests, and costs of attending college. Please take a few minutes to answer these questions; your responses will be helpful and appreciated.

An answer sheet is provided with this questionnaire. Please select *ONE* response *ONLY* for each question, and mark the appropriate number on your answer sheet by filling in the circle completely with a soft lead pencil. If you have any questions, please ask your instructor for help.

Please mark the following information on the left side of page 1 of your answer sheet.

i. Sex

1. Male
2. Female

ii. Birthdate

Do not enter your name or other identifying information. Thank you very much for your cooperation.

1. At what community college are you enrolled?

1. City
2. East
3. Harbor
4. Mission
5. Pierce
6. Southwest
7. Trade-Tech
8. Valley
9. West

2. What is the most important reason you are attending college?

1. To learn occupational or technical skills to get a job
2. To improve occupational or technical skills to advance in my job
3. To train for a new and different career
4. To prepare to transfer to a four-year college
5. To develop basic language and mathematics skills
6. To get a general education
7. To take courses for personal growth or interest
8. Other reason

3. What is the most important reason you chose to enroll at *THIS* college?

1. No admission requirements
2. The educational program
3. Reputation for good teaching
4. Close to home
5. Close to work
6. Composition of the student body
7. Athletic and other student activities
8. Quality of the facilities
9. Other reason

4. Which most influenced your decision to enroll in *THIS* college?

1. College class schedule
2. Newspaper ad or article
3. Radio or television announcement
4. High school advisors
5. College advisors
6. Friends
7. Community services announcement
8. College brochure or flier
9. Other

5. What was your highest level of education before attending this college?

1. Some elementary school
2. Elementary school diploma
3. Some high school
4. High school diploma
5. Some college, no degree
6. 2-year college degree
7. 4-year college degree or higher

6. Did you select your high school courses to prepare for college?

1. Yes
2. No

7. What type of education institution did you last attend before entering *THIS* college?

1. High school or equivalent
2. Regional occupational center or adult educational school
3. Another community college
4. A California State University campus
5. A University of California campus
6. Private college or university

8. What is the highest academic degree you plan to obtain?

1. Not interested in a degree
2. High school diploma
3. Certificate of completion
4. Associate in Arts (2-year)
5. Bachelor's or higher (4-year)
6. Undecided

9. In which classes are you currently enrolled?

1. Day (starts before 4:30 p.m.)
2. Evening (starts 4:30 or later)
3. Both

10. If you plan to transfer, which of the following schools will you attend?

1. I do not plan to transfer
2. Another community college
3. A California State University Campus
4. A University of California campus
5. A private four-year college or university in California
6. An out-of-state college or university
7. A private trade, business or vocational school
8. Undecided where I will transfer

11. How many semesters prior to this one have you been at this college?

1. 1
2. 2
3. 3
3. 3
4. 4
5. 5
6. 6
6. 6
7. 7
8. 8
9. 9 or more
10. None

12. How many units are you taking this semester?

1. 1-5
2. 6-11
3. 12 or more

13. What is your current class level?

1. Freshman (0-29 units completed)
2. Sophomore (30-59 units completed)
3. Completed 60 units but do not have a degree
4. AA/AS
5. BA/BS

14. What is your current college grade point average?

1. Below 2.00
2. 2.00-2.49
3. 2.50-2.99
4. 3.00-3.49
5. 3.50-4.00
6. Not Applicable; I am a new student
7. Don't know

15. In what area of study do you have the greatest interests?

1. Social & Behavioral Sciences
2. Mathematics, Physical or Life Sciences
3. Fine Arts
4. Business & Office Occupations
5. Languages, Literature/Humanities
6. Health Occupations
7. Family and Consumer Studies
8. Trades & Applied Technology
9. Physical Education

16. How many paid hours per week do you work?

1. 1-9
2. 10-14
3. 15-19
4. 20-24
5. 25-29
6. 30-34
7. 35-39
8. 40 or more
9. None

17. How are the classes you are taking in your present college program related to your work?

1. They will help me advance in my present job.
2. They will help me get a different job.
3. They will help me get my first full-time job.
4. My college program is unrelated to my work plans.
5. I do not plan to work.

18. Where do you live while attending school at this college?

1. Parents' home
2. Relatives' home
3. Your home or apartment

19. How many miles do you live from college?

1. 0-2
2. 3-5
3. 6-8
4. 10 or more

20. How do you get to and from college?

1. Drive alone
2. Car pool
3. Public transportation
4. Motorcycle
5. Bicycle
6. Other

21. How do you *prefer* to get to and from college?

1. Drive alone
2. Car pool
3. Public transportation
4. Motorcycle
5. Bicycle
6. other

22. How much do you spend *each month* on transportation to and from classes?

Include gasoline, applicable portion of automobile service or upkeep, parking bus fares and the like.

1. Nothing
2. $1-$10
3. $11-$20
4. $21-$30
5. $31-$40
6. $41-$50
7. $51-$60
8. More than 60

23. Which of the following best describes your racial or ethnic background?

1. American Indian/Alaskan Native
2. Black/Afro-American
3. Chicano/Mexican American Latino/Other Hispanic
4. Chinese/Chinese American
5. Japanese/Japanese American
6. Korean/Korean American
7. Filipino/Filipino American
8. Other Asian or Pacific Islander
9. White/Caucasian
10. Other

24. What is your native language?

1. Armenian
2. Chinese
3. English
4. Japanese
5. Korean
6. Spanish
7. Tagalog
8. Vietnamese
9. Other

25. What is your marital status?

1. Never Married
2. Married
3. Separated, Divorced or Widowed

If you don't have any children skip to Q. 30

26. Do you have any children under 6 years old living with you?

1. Yes
2. No

27. Do you have any children *6-11 years old living with you?*

1. Yes
2. No

28. How much do you spend *each month* on child care as a result of attending classes?

1. Nothing
2. $1-$20
3. $21-$40
5. $41-$60
5. $61-$80
6. $81-$100
7. $101-$120
8. More than $120

29. Are you interested in enrolling your child(ren) in the campus child development center?

1. Yes
2. No

30. How much did you spend *this semester* on books and supplies?

1. Nothing
2. $1-$30
3. $31-$60
4. $61-$90
5. $91-$120
6. $121-$150
7. $151-$180
8. $181-$210
9. More than $210

31. Did you pay nonresident tuition this semester?

1. Yes
2. No

How would you grade the quality of each service listed below?

Please mark the appropriate number (1-5) on your answer sheet for only those services you have used and 6 if you have not used the service.

1 = Excellent
2 = Good
3 = Satisfactory
4 = Poor
5 = Unsatisfactory
6 = I have not used this service

Services:

32. Teaching
33. Counseling
34. Financial Aids
35. EOP&S
36. College Library
37. Food Services
38. Admissions Office
39. Child Development Center
40. Orientation
41. Learning/Tutorial Center

42. Which of the following services would most help you to understand the English used in your classes?

1. English as a Second Language classes (ESL)
2. Developmental English Classes
3. Tutoring
4. Learning Skills Center
5. I don't need help

43. How many community services classes or activities have you attended during the past two years?

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. 7
8. 8
9. 9 or more
10. None

44. How much did you borrow this year to help pay for your educational expenses?

Include loans from this college, from banks or private sources such as friends or family.

1. Nothing
2. $1 - $200
3. $201 - $500
4. $501 - $750
5. $751 - $1,000
6. $1,001 - $1,500
7. $1,501 - $2,000
8. $2,001 - $2,500
9. $2,501 - $3,000
10. More than $3,000

45. What was your total income, if any, in 1986?

Include your spouse's income if married. Do not include any money received through student loans or scholarships. Include ***all*** income from salaries, wages, net business or farm earnings, and benefits such as pensions, social security or veterans' benefits, interest and dividends, child support, public assistance, unemployment compensation or spousal support.

1. Nothing
2. $1 - $1,800
3. $1,801 - $3,000
4. $3,001 - $6,000
5. $6,001 - $12,000
6. $12,001 - $18,000
7. $18,001 - $24,000
8. $24,001 - $36,000
9. $36,001 - $48,000
10. More than $48,000

46. How many people including yourself (and your spouse, if married) are dependent on you (and your spouse) for financial support?

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. 7
8. 8
9. 9 or more
10. None

47. During this school year, did you receive money from any of the following public assistance programs: AFDC, SSI or General Assistance?

1. Yes
2. No

48. Did your parents or legal guardians claim you as an income tax dependent in 1986?

1. Yes
2. No

If not, skip to Q. 51

49. What was your parents' total income from all sources in 1986?

Include all income from salaries, wages and benefits such as pensions, social security or veterans' benefits, interest and dividends, welfare, child support, etc.

1. Nothing
2. $1 - $1,800
3. $1,8001 - $3,000
4. $3,001 - $6,000
5. $6,001 - $12,000
6. $12,001 - $18,000
7. $18,001 - $24,000
8. $24,001 - $36,000
9. $36,001 - $48,000
10. More than $48,000

50. How many people do your parents support financially *including yourself and themselves*?

1. 1	4. 4	7. 7
2. 2	5. 5	8. 8
3. 3	6. 6	9. 9 or more

51. How much money did your parents contribute to support your education during the 1985-86 academic year?

1. Nothing
2. $1 - $200
3. $201 - $400
4. $401 - $600
5. $601 - $800
6. $801 - $1,000
7. $1,001 - $1,200
8. $1,201 - $1,400
9. $1,401 - $1,600
10. More than $1,600

52. What will be the total amount of scholarships, fellowships and grant assistance awarded to you for this academic year?

Include Pell Grants, Cal Grants, SEOG or EOP&S Grants, or any other scholarships, fellowships or grants received. Do not include amounts you borrowed or the income from any job you held.

1. Nothing
2. $1 - $200
3. $201 - $500
4. $501 - $1,000
5. $1,001 - $2,000
6. $2,001 - $3,000
7. $3,001 - $4,000
8. $4,001 - $6,000
9. $6,001 - $8,000
10. More than $8,000

53. How many units did you take in summer 1986?

1. I was not enrolled
2. 1 - 2 units
3. 3 - 4 units
4. 5 or more units

54. Do you plan to attend summer 1987 at this college?

1. Full-time
2. Part-time
3. I do not plan to attend summer school.

55. What are your plans for fall 1987?

1. Attend present college
2. Not enroll in college
3. Transfer to another college or university
4. Graduate
5. Undecided

56. Are you enrolled in PACE classes?

1. Yes
2. No

Thanks again for your time, effort and answers!

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